**K-5 Math Lesson Plan**

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| **Teacher:**  **Tina** | | | **Grade: 4** | | | **Date(s)**: |
| **Unit Title: Understand Place Value for Multi Digit Whole Numbers** | | | | **Corresponding Unit Task:** | | |
| * **Essential Question(s):** How can I represent a multi-digit number using different forms? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  Number cards, chart paper, place value chart, number tiles | | **Student:** paper for list, number tiles, paper to make place value chart, colored index cards, glue stick | | | **numeral/standard**  **word, expanded form, place, value** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 4.NBT.2** | | | | | |
| **I Can Statement(s): I can read and write multi digit whole numbers in numeral and word form.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Where do we see numbers every day? Student table groups brainstorm and record list for two minutes. Share and make a class list. Why is it important to be able to read the numbers we see? How do we read those numbers? | | | | | |
| **Teacher Directed: Day 1:**Think about what you know about reading numbers. Show five or six number cards and ask for volunteers to read them(a few will be written in word form). owHow do you know when you read a number correctly? What do you do when you have a problem reading a number? The desks in our room are arranged in sets of five. Each group has a name. How could I represent the desks in our classroom on a chart? Numbers are arranged in sets of three. Each set has a family name: ones, thousands¸ millions. Each digit in a family has a place: ones, tens, hundreds. We can represent that in a place value chart. What do we mean by place value? Using a place value chart and number tiles **model** reading and writing a number in numeral and word form.(Although I will make the place value chart to millions place, we will only make numbers to thousands’ place at first.) Discuss how the place of a digit affects how the number is read. | | | | | |
| **Guided Practice:** Students create a place value chart. What patterns do you notice? How can those patterns help you read and write a number? How are the families separated? (Make sure families are labeled correctly.) Students will use number tiles to make numbers, read and write them in numeral and word form. | | | | | |
| **Independent Practice:** Students write how to read a number in their math journal. I can use \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and label the commas \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to help me read a number. I can write a number in word form by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | | | | | |
| **Closing/Summarizing Strategy:** Students share what they have written with a table partner. Volunteers share what they wrote. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension**  Students who are ready can roll up to seven dice and make the smallest and largest number and write them in standard and word form. They can write one form and a partner can write the other form. | | | **Intervention**  Work with students on reading a set of two and three digit numbers. Provide a list of number words. Students write word form of number. Expand to higher places as students are ready. | | | **Language Development** Place pictures of miniature denominations of money above the ones, tens, hundreds and thousands. Provide a list of number words with the numeral beside it. |
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| **Assessment(s):**  Ticket out the door: Students will write the standard or word form of a numbers I have written on the board. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |